

Behaviour for Learning and Use of Reasonable Force Policy



The Cottesloe School

Policy Type:	Statutory
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1. Aims

By upholding quality first teaching, high expectations, and a culture of inclusion, we cultivate positive behaviour in our students. This approach not only drives academic achievement and personal development but also ensures they become responsible and respectful young people.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of sanctions and rewards

2. Legislation and statutory requirements

This policy is based on the following legislation and guidance:

[Advice for Headteachers and school staff](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

[Keeping Children Safe in Education 2024 \(gov.uk\)](#)

[Keeping children safe in education 2024: part one](#)

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.

3. Introduction and context

We believe that the purpose of education is to enable all people to flourish individually and collectively so that they are able to take the next steps in life, learning and education.

Students tell us that they feel safe at The Cottesloe School and robust systems are in place to ensure that safeguarding is exemplary. Self-confidence and self-belief are nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.

Our vibrant and positive culture enables our students to fulfil their potential as self-disciplined, responsible and productive citizens who are proud to claim that they are a part of The Cottesloe School.

Standards and expectations are high and learning is developed through a broad range of engaging and rich educational opportunities. We are an ambitious and motivated learning community where students are encouraged to work hard and where they achieve highly.

4. Roles and responsibilities

4.1 The Governing Board

The governing board is responsible for reviewing and approving the Behaviour Policy.

The governing board will also monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Policy in conjunction with the governing board.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure the principles are applied consistently.

4.3 Staff

Staff are responsible for:

- Implementing the Behaviour for Learning Policy consistently, including using whole school strategies such as the 3Ss and the Cottesloe 1,2,3
- Role modelling and upholding Healthy Relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents and achievement points on Bromcom

The Senior Leadership Team, Curriculum Leaders and Heads of Year will support staff in responding to behaviour incidents.

4.4 Parents/carers

Parents/carers are expected to:

- Support development of character within our students by reinforcing The Cottesloe School's '6Cs' and 'Healthy Relationships'.
- Encourage a positive attitude to school and a high standard of behaviour, in accordance with school policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Ensure their son/daughter attends school regularly and punctually, with appropriate clothing and equipment.
- Have due regard for the Home-School Agreement and Attendance Policy, particularly concerning attendance and not taking holidays during term time.
- Ensure that the school is notified of any absence each day by telephone (01296 688264) or email (studentabsence@cottesloe.bucks.sch.uk) on the morning of the absence.
- Ensure that suitable facilities are made available at home for their son/daughter to complete homework. Also to monitor homework being completed via Google Classroom.
- Attend consultation meetings, arranged by the school, to monitor student progress, attitude and behaviour.

5. Expectations

Students are expected to:

- Work without causing disruption to the learning of others.
- Work to fulfil their potential.
- Complete and submit Independent Learning and other assignments on time.
- Be polite and co-operative at all times.
- Comply with the Cottesloe 1,2,3 and 3Ss
- Dress smartly and in accordance with the school uniform policy requirements.
- Attend school punctually and regularly.
- Treat all facilities and equipment carefully and with respect.
- Move about the school in an orderly and quiet manner.
- Treat all other students, staff and visitors with care, dignity and respect.
- Not partake in any form of bullying (see Anti-bullying Policy).
- Conduct themselves with modesty and decorum. Close bodily contact between students is unacceptable i.e. the 'daylight rule'.
- Appreciate that the laws of the land apply in school which means that drugs, weapons and alcohol are strictly forbidden.
- Not bring chewing gum or any other inappropriate foods or drinks into school. Examples may include, but not limited to, energy drinks and fast food.
- Adhere to the school's mobile phone expectations. While we encourage students to leave their mobile phones at home, students may bring them to school, so long as they are switched off and in their bags before they enter the school site at the start of the day and remain there unless they have the express permission of a member of staff.

Students are permitted to switch on and use their mobile phones once they have been dismissed from Period 5. While we encourage students to leave smart watches at home, students may bring them to school, so long as they are only used as a watch. If students are caught using their smart watches to read or send messages we will confiscate them in line with our Mobile Phone section of this Policy.

Classroom expectations

Teachers are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Actively engage in learning through our '6Cs' and demonstrate the personal qualities to succeed through our 'Healthy Relationships'.
- Create and maintain a stimulating environment that encourages students to be engaged through use of the 6Cs.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Role model personal qualities to succeed through 'Healthy Relationships'.

In the classroom students will be expected to:

- Enter the classroom as directed and in an orderly way.
- Sit down, remove coats, place bags on the floor or where instructed to do so, and have relevant books and equipment to hand.
- Be silent and facing the teacher, when he/she is speaking.

- Understand that no teaching or learning can take place until these conditions have been met.
- Accept responsibility for their own learning.
- Leave the classroom in an orderly manner, as directed by their teacher.

- Meet deadlines for the submission of work.

- Be silent and listen when other students or staff are speaking.
- Not chew or eat in class.
- Work without disrupting the learning of others
- Conduct themselves in a manner that promotes the welfare and safety of staff and students

6. Achievements

At The Cottesloe School, promoting and celebrating success, in any form it may take, holds significant importance and is actively encouraged. The school operates an achievement point system, composed of A1 to A5 points, which are awarded to students for their varying levels of commitment and actions that align with the school's core values, the Cottesloe 6C's, and the promotion of Healthy Relationships. This system not only recognises and rewards students for their positive contributions and efforts but also reinforces the school's commitment to fostering a positive and inclusive learning environment that values character development alongside academic achievement. The table below highlights some of the actions that would receive Achievement Points.

Tier 1		Tier 2		Tier 3
A1	A2	A3	A4	A5
All staff	All staff	Subject teacher/Head of department/Head of Year/Tutor	Head of Year/Head of department/SLT	Head of Year/SLT/Headteacher
Recorded on Bromcom	Recorded on Bromcom Parent contacted	Recorded on Bromcom Parent contacted Thumbs Up reward.	Bronze, Silver or Gold Thumbs Up badge. Head of Year Certificate for achievement	Bronze, Silver or Gold Thumbs Up badge. Head of Year Certificate for achievement
Actions need praise or recognition	Actions need a reward	Actions need a reward for demonstrating a positive attitude towards <i>Prepare, Aspire, Succeed</i>	Actions need a reward for demonstrating a consistently positive attitude towards <i>Prepare, Aspire, Succeed</i>	Actions need formal recognition for exceptional standards
Meeting school expectations for; <ul style="list-style-type: none"> Attitude to learning Conduct Demonstrating 6cs	Demonstrating 6cs in a lesson Demonstrating Healthy Relationships High quality fix it	Contribution to upholding Healthy Relationships Demonstrating 6cs across subjects Progress, Achievement or attitude to learning	Consistently contributing to upholding healthy Relationships Consistently demonstrating 6Cs across a range of subjects	Exceptional levels of progress, achievement or attitude to learning over key stage Wider school or community based activities.

High quality fix it	High quality homework or independent learning	Representing the school	High levels of progress, achievement or attitude to learning over time	Persistent actions that reflect The Cottesloe School's 6c's and /or Healthy Relationships.
High quality homework or independent learning.	Representing the school.			

7. Sanctions for unacceptable behaviour

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Spoken rebuke
- Loss of privilege or free time (detention)
- Placement on report
- Letter home
- Discussion between parents, student and members of staff
- After school detention
- Withdrawal from normal lessons
- Timetable change, including teaching 'bands' or specific classes/subjects
- Reprimand from a senior member of staff
- Internal suspension
- Pastoral Support Plan (PSP)
- Fixed term external suspension
- Permanent exclusion
- Managed move to another school
- Alternative Provision placement

See table on next page for further information on escalating sanctions.

7.1 Escalating Sanctions

The behaviours and actions of students are centred around the school's Healthy Relationships ethos and where a student affects this ethos, to the detriment of others in the community, the school will act to sanction, educate and correct behaviour(s).

Subject Teachers		Subject Teachers, Curriculum Leaders, Head of Year	Head of Year, Senior Leadership Team	Senior Leadership Team, Head of School, Headteacher
B1	B2	B3	B4	B5
<p>Likely impact of actions:</p> <p>Lack of respect and engagement for expectations</p> <p>Lack of responsibility and not taking the opportunity to correct behaviours and engage</p> <p>Affecting the equality of learning opportunities and not striving for excellence</p>	<p>Likely impact of actions:</p> <p>Repeated lack of respect and engagement for meeting expectations</p> <p>Repeated lack of responsibility and not taking the opportunity to correct behaviours and engage</p> <p>Repeatedly affecting the equality of learning opportunities and not striving for excellence</p>	<p>Likely impact of actions:</p> <p>Significant disruption to the learning of others</p> <p>Significant lack of engagement with own progress and learning</p> <p>Not taking the opportunity to correct behaviours</p> <p>Lack of empathy and respect</p> <p>Dishonesty</p> <p>Lack of equality</p> <p>Disrespectful to peers</p>	<p>Likely impact of actions:</p> <p>Risk to others/self</p> <p>Health and Safety risk</p> <p>Disregard for the learning of others</p> <p>Impacting the emotional well-being of others</p> <p>Not displaying equality, empathy, tolerance, respect.</p> <p>Significant lack of tolerance and empathy</p>	<p>Likely impact of actions:</p> <p>Serious risk to others/self</p> <p>Serious Health and Safety risk</p> <p>Serious or persistent disregard for the learning of others</p> <p>Seriously affecting the emotional well-being of others</p> <p>A Serious lack of empathy, tolerance, respect or equality</p>
<p><i>These are indicative, but not an exhaustive list of the behaviours and sanctions available to staff. The Headteacher, SLT and pastoral staff have the right to issue a sanction that takes into account mitigating circumstances.</i></p>				
Warning correction	or	After School Detention	After School Detention Removal from lesson Parking	Internal suspension Partnership Suspension
				Suspension Pastoral Support Plan Outside Agency Intervention

Subject Teachers		Subject Teachers, Curriculum Leaders, Head of Year	Head of Year, Senior Leadership Team	Senior Leadership Team, Head of School, Headteacher
B1	B2	B3	B4	B5
				Managed Move Permanent Exclusion Governors Disciplinary Panel

8. Invoking Sanctions

If a sanction is used, it is designed to support the child and ensure that poor behaviour is not condoned. Teaching staff may use a number of sanctions (as listed above). During the investigatory stage of an incident, the school may remove a student from lessons. Students will be provided with suitable work, supervision and pastoral support during this time.

8.1 - Detentions

At The Cottesloe School, we utilise a tiered approach, operating breaktime, lunchtime and after-school detentions, based on the severity and frequency of the behaviour. This tiered approach is scaled based on the severity and frequency of the incident, giving students opportunities to reflect and ultimately reduce repeat offences.

When a student is assigned an after-school detention, parents/carers will be notified via the My Child at School app. It remains the responsibility of parents/carers to inform their child of the pending detention. We are committed to working in partnership with families to ensure all students attend their detentions, including those held after school. We acknowledge that after-school detentions can cause disruption, but expect all parents/carers to make every effort to support the completion of after-school detentions.

Failure to attend a detention without prior authorisation may result in an escalation of the sanction.

These escalations may include:

- An after-school detention.
- An internal or external suspension.
- A Partnership suspension (completing an internal suspension at another school).

The purpose of escalating sanctions is to support student reflection and ensure successful reintegration back into The Cottesloe School community.

8.2 - Report Cards and Personal Support Plans

Our graduated monitoring system utilises tiered report cards—managed by Tutors, Heads of Year, or the Senior Leadership Team—to provide students with tailored support. This approach ensures that any concerns are identified early and addressed at the most effective level, facilitating timely and targeted intervention. By maintaining close oversight, we can track progress, reinforce positive behavior, and provide consistent feedback to both students and families.

While standard report cards typically span 2–6 weeks, our more intensive Personal Support Plans (PSPs) are conducted over 12 weeks. PSPs often involve collaboration with the County to provide a comprehensive support network for the child. Success in this process relies on a strong partnership with parents and carers; we ask that you engage by attending meetings, reviewing progress daily, and supporting future interventions.

9. Serious breaches of the school's behaviour policy

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour. (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement).

Serious breaches of the school's behaviour policy, or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, can lead to sanctions including permanent exclusion. Suspensions can be internal or external and can be for a fixed number of days (up to a maximum of 45 school days in one year). In cases where a serious breach of school policy has occurred, permanent exclusion may be actioned. See Appendix 1 for further details.

9.1 Permanent Exclusion

The below are examples of circumstances that may warrant a permanent exclusion.

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Possessing, supplying or being under the influence of an illegal drug. This includes drug-related items (e.g cannabis vapes)
- Possession of drug paraphernalia
- Threat to possess or supply drugs or drug paraphernalia
- Possession, supplying or being under the influence of alcohol
- Carrying or threat to carry an offensive weapon
- Sharing and or creating of highly inappropriate, sexualised images ('sexting')
- Incidents of peer on peer abuse
- Persistent defiance
- Persistent disruptive behaviour

Where a serious breach of the School's Behaviour policy has taken place and permanent exclusion is being considered, guidance will be sought from external bodies, which may include Buckinghamshire Council Exclusions and Reintegration Team and Department for Education guidance. ([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Sept 2023](#))

When establishing the facts in relation to a suspension or permanent exclusion decision, the Headteacher will apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher will accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher will take account of their legal duty of care when sending a pupil home.

In the case of a permanent exclusion, The Cottesloe School will be responsible for providing education to the student for the first 5 days. On the 6th day, the Local Educational Authority will oversee the educational provision for the student. Reasonable adjustment to support students with SEND or disability will be made during such sanctions.

9.2 Suspension (Internal, External or Partnership Suspensions)

The below are examples of circumstances that may warrant a suspension:

- Verbal Abuse towards students or staff
- Truancy
- Persistent disruption
- Defiance
- Failure to attend or engage in sanctions such as detentions
- Health and safety concerns
- Actions that do not support the Cottesloe 6Cs and Healthy Relationships.
- Physical assault or threat of physical assault

- Encouraging or inciting behaviour that does not promote the Cottesloe 6Cs and Healthy Relationships.

The majority of internal suspensions will be completed by students in the school's Internal Suspension Room (ISR). However, The Cottesloe School may consider a student completing an internal suspension at a different school. Safeguarding, transport, dietary consideration, along with parental views will be considered when making a decision to utilise this sanction.

The Cottesloe School will provide educational provision for students that are internally or externally suspended from school. Reasonable consideration will be given to support students with SEND or disability during a suspension.

External organisations such as the Local Educational Authority (LEA), Social Services and virtual schools will be notified of external suspensions, as per guidance from the Department of Education. The Cottesloe School will seek support and guidance from relevant parties, aiming to support the student.

For the purposes of suspension, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

9.3 Reviewing Suspensions and Role of the Governors

The governing board has a duty to monitor and review suspensions.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term.
- it would result in the pupil missing a public examination or national curriculum test

Where suspensions exceed 5 days but not 15 (per term) parents can make representation to the governors, requesting a review of suspension. This review must take place within 50 school days. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

9.4 - Off rolling

The Cottesloe School is aware that off-rolling is unlawful.

The Department for Education defines off-rolling as the practice of removing a student from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the student.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

9.5 Readmission

The School will ensure a framework is used that ensures the reintegration of pupils, whose suspensions have ended or been cancelled or whose permanent exclusions have been cancelled, is impactful and supportive to all parties.

Post external suspension and prior to a student returning to The Cottesloe School, a readmission meeting will take place. The aims of any readmission meeting include:

- Reviewing of the incident(s)
- Facilitating reflection
- Discussing supportive strategies
- Reducing the likelihood of the student repeating the behaviour
- Empowering and supporting the student to re-engage positively in The Cottesloe School Community.

Students may be placed on a report card for a specified period of time. This is to support them, whilst ensuring their readmission back into The Cottesloe Community is successful.

Readmission meetings will be attended by key parties such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, along with parent(s)/carers. Where the school deems it necessary, a risk assessment will be completed and shared with relevant parties. The school may refuse to readmit the student, if the student poses a risk to themselves, others or the school environment, fails to suitably reflect on their actions, or refuses to sign the readmission contract.

10. Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, or whilst walking/travelling to or from school including on buses.

For behaviour outside school, but not on school business, the Headteacher may sanction a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. The Department for Education states that "A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion". Suspension and Permanent Exclusion for maintained school, academies and pupil referral units in England, including pupil movement , (September 2023).

11. Use of Mobile phones

We are aware that mobile phones and electronic devices play an important part of student's lives. At The Cottesloe School we embrace the use of technology to enhance student learning and progress. However, we are also aware that technology can raise welfare and safeguarding concerns. The Cottesloe School operates a 'See it, hear it, take it' protocol regarding mobile phones and electronic devices.

The purpose of the mobile phone policy is to establish guidelines for the responsible and appropriate use of mobile phones by students at The Cottesloe School. It aims to ensure a conducive learning environment, increase student engagement by minimising distractions, and promote student safety and well-being.

Students are not permitted to use or display mobile phones or electronic devices before school, during break or lunchtime. Students are permitted to use mobile phones after school,

once dismissed from Period 5. More information can be found in the mobile phone policy. <https://www.cottesloe.bucks.sch.uk/about/policies>

12. Complaints

Students who feel that they have not been properly treated should report their complaint to the appropriate person (form tutor, head of year, parent or other adult), if they are unable to resolve the complaint themselves. External agencies, e.g. the Education Welfare Service, Psychological Service, Health Service, Parent Partnership, Police, Social Services and Careers' Service can be helpful in further supporting students and parents, if this is required.

Parents/carers wishing to raise a concern should follow the communication guidelines set out in the communication protocol. Formal complaints proceedings and guidance can be found on the school website <https://www.cottesloe.bucks.sch.uk/contact>

13. Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

14. Confiscation

Any prohibited items (listed in Appendix 2) found in student' possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the student after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

15. Power to search

School staff have the legal power to search a student with consent as part of their authority to discipline but where a school has reasonable grounds for suspecting that a student has a knife or other weapon they have the power to search without consent.

At all times staff will follow the guidance provided by the Department for Education (DfE) in determining what constitutes reasonable suspicion, consent searching and without consent searching and the practical aspects of carrying out such searches. Staff will follow the school search policy [Student search policy.docx](#)

16. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, the school counsellor, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will continue to engage with external agencies such as the Police. The decision to involve such parties will be at the discretion of the school.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection/Safeguarding policy.
- Anti-bullying policy.
- Student search policy
- Mobile Phone Policy 2023

18. Review

This policy will be reviewed annually (earlier if any legislative change).

Appendix 1 - Additional details surrounding permanent exclusions

Possession of a weapon

It is a criminal act for students to bring a knife or other offensive weapon into school and such behaviour would normally result in permanent exclusion, even for a first or one off offence.

Although the law does not classify carrying a pen knife with a blade of less than three inches as carrying an offensive weapon, for the purposes of this policy Governors will regard a student carrying any knife, including a pen knife with a blade of less than three inches, as carrying an offensive weapon when deciding to take a decision to permanently exclude.

Parents will need to be aware that any student excluded for carrying a knife will be expected to attend a Weapon Awareness Training prior to attending alternative educational provision.

Drugs and Alcohol

The Cottesloe School takes very seriously its responsibilities to ensure the school is a safe and secure environment for all students and therefore takes a very strict line in relation to all offences relating to drugs and alcohol.

The term 'drugs' is defined as 'any substance taken to change the way a person feels, thinks or behaves' and so includes illegal drugs, alcohol, legal drugs, so called "legal highs", new psychoactive substances (NPS) and medicines.

Students should not be in possession of, or use/deal/give away, any drugs (as defined above and including both legal and illegal drugs), alcohol or other illegal substances when at school or elsewhere when wearing School uniform or otherwise clearly identified with the School (e.g. on school trips, fixtures or representing the School).

Parents and students will need to be aware that the policy at The Cottesloe School is that all cases involving one of the following may lead to permanent exclusion:

- dealing, i.e. the supply, exchange or receiving of drugs or alcohol
- the use of illegal drugs or consumption of alcohol
- possession of illegal drugs or alcohol,
- the misuse of prescription drugs, non-prescription drugs or volatile substances

NB:

Misuse includes smelling, sniffing and/or inhaling.

- The term drugs (as above) includes, but is not limited to, nicotine-based products such as nicotine pouches, snus, e-cigarettes and vape-related items.

Volatile substances are those substances that emit a gas or vapour and include butane and propane, aerosol propellants, glues, vapes, solvents, petrol and 'poppers' e.g. amyl nitrate and can be inhaled. This includes e-cigarettes and vapes.

Drugs related incidents include illegal drugs and/or misuse of prescription, non-prescription drugs or volatile substances as outlined above. It should be noted that aerosol deodorants are not permitted in school and are covered by this rule. No drug or volatile substance should be brought onto the school premises without the school's knowledge and approval. This approval must be sought from the Headteacher or Senior First Aider (in the case of medication), and will only be given following a written request from a parent.

Drugs and alcohol incidents will include being in possession of, consuming or making available the substances listed above to other students on site and also on the way to or from school or in other respects within the school's jurisdiction. The only exception to this will be in relation to alcohol where an exception may be made in cases where the student or students in question is/are (a) over the age of 18 and (b) legally, reasonably and responsibly consuming alcohol on the way home from school.

The policy is intended to protect the students of the school from the dangers of an illicit drug or alcohol culture.

The school will provide and promote access to specialist advice for students with drug or alcohol problems and referral, where appropriate, to other agencies. The school, in cooperation with relevant outside agencies, will undertake to offer periodic drug and alcohol education sessions for parents.

Students, staff and parents have a duty to inform senior staff if they suspect that drugs or alcohol are present or are being used at school, or within the school's jurisdiction. Students and parents must realise that only limited confidentiality can be offered in discussions relating to the usage of substances which could be regarded as injurious to health or illegal.

Students taking, or under the influence of substances on school premises, will be given medical assistance, as appropriate. Staff have a duty to ensure the protection of other students and the fabric of the school.

Where incidents occur, or where there is a reasonable suspicion of such incidents, the parents will be informed as soon as possible.

Peer on Peer Abuse

All schools and colleges must have regard to Keeping children safe in education and Working Together to Safeguard Children and peer on peer abuse includes but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on an offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation

Harmful Sexualised Behaviours

All schools and colleges must have regard to Keeping children safe in education and Working Together to Safeguard Children. For the purpose of this policy, when referring to harmful sexualised behaviours and/or sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here' as this type of behaviour can happen anywhere'. We respond appropriately to all reports and concerns, including those outside the school or college, and or online. We are aware of the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up".

We take the safety and security of our students very seriously indeed. We work with parents, the Police, child support agencies and our students themselves when incidents involving Harmful Sexualised Behaviours occur. All cases of Harmful Sexualised Behaviour, including where students share with others highly inappropriate sexualised images or video clips of students on roll at this school, causing distress and humiliation, will be considered as grounds for permanent exclusion from school, even for a first or a 'one-off' offence.

Appendix 2 - List of prohibited items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought into school. In the majority of cases, the application of common sense will easily determine what should not be brought into school. The list below is not exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first 3 categories, should not be brought into school.

Sanctions under the Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school may suspend students, including when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT

- Matches,
- lighters, etc.

2. DRUGS and SMOKING EQUIPMENT

- Cigarettes
- Snus (tobacco pouch containing tobacco and naturally occurring nicotine)
- Nicotine pouches (contain nicotine but not tobacco) and other nicotine based products
- E-cigarettes
- Tobacco
- Alcohol
- Solvents
- Any form of illegal drug or drug related paraphernalia
- Any other drugs except medicines covered by 'Bucks County Council Guidance on Managing Medicine in Schools' and 'The Cottesloe School's Supporting Students with Medical Conditions Policy'.

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES

- Knives, including pen Knives and craft knives
- Razors
- Catapults
- Guns of any kind, including replicas and BB guns
- Laser pens and LED torches
- Knuckle dusters and studded arm bands, bracelets, etc. Whips or similar items such
- Pepper sprays and gas canisters
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Other Items

- Any form of liquid based correction fluid
- Chewing gum
- Energy drinks
- Offensive material (pornographic, racist etc.)
- Any aerosol (other than essential medication) Note: students should use non-aerosol deodorants